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ABSTRACT

Vocational Exploration is a small group counseling approach for career development, used for helping young people and adults to make more effective career decisions by combining group dynamics and career development theory and procedures. The process consists of five phases, where five participants and a counselor progress through 18 sequenced group tasks in two-and-a-half hours. The results are clarification of a career goal and increased self confidence and knowledge in relation to the world of work. Included are job information questionnaires, funding proposal with goals and procedures, task chart, and evaluation. (Author/BMW)

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Vocational Exploration Groups

for Career Decisions

CG 013986

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Presented by

Simi Valley Unified School District

Presented to

The 1979 California Personnel and Guidance Association Convention

at

The Disneyland Hotel, Anaheim, California

Presented by

The Simi Valley Unified School District

Workshop Title: VEG and CIPS,
SPRINGBOARDS FOR DECISION MAKING

Chairman:

Dr. John Patterson ..... Counselor
Royal High School
1402 Royal Avenue, Simi Valley, California 93065 (805) 527-3232

Presenters:

Mrs. Eleanor Taylor ..... Career Technician
Royal High School, 1402 Royal Avenue, Simi Valley, California 93065

Ms. Bess Barnard ..... Counselor
Royal High School

Mr. Ace Chapman ..... Counselor
Royal High School

Mr. Dick Guisinger ..... Counselor
Royal High School

Ms. Joyce Coger ..... Counselor
Simi Valley Adult School
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Our Thanks

To: THE LOOKING GLASS
ESEA Title IV C Project
Fullerton Union High School District
2600 E. Nutwood Avenue,
Fullerton, California 92631

For: The format, ideas and materials for adaption

To: Dr. Chester Howe
Director or Instructional Operations
Simi Valley Unified School District
875 East Cochran Street
Simi Valley, California 93065

For: Inspiration and development of financial resources

To: Mrs. Barbara Hearon, Counselor
Simi Valley High School
Simi Valley, California 93065
(805) 526-0330

For: Planning and adapting the CIPS program at Simi Valley High School

VEG

What is it ?

VEG (Vocational Exploration Group) is a small group counseling approach for career development. Dr. Calvin Daane, from Arizona State University, combined group dynamics and World of Work theory in a unique way, which greatly facilitates career decision making.

Five group members meet with a counselor for two and one-half hours (short version) and go through eighteen tasks together. There is a long version which meets forty-five minutes per day for five days and uses forty tasks.

The VEG process consists of five phases. Groups begin with inclusion activities to reduce fears of exploration. In phase two, students are introduced to the World of Work through a twofold matrix of job function (Data, People or Things) and job preparation (training on the job, special skill training or college). In phase three, members share information they have previously gained about jobs. Phase four facilitates members in relating their personal characteristics with job demands, job satisfiers and preference for further training. This phase aids the participant in identifying several appropriate career goals. In the final phase, the group focuses on an individual plan for each member which encompasses the occupational goal and the next step toward it.

The VEG results in better understanding of the World of Work and increased self confidence in relation to career choice.

VEG

How do students get it ?

Students who are unsure of their career plans are identified through regular counselor contacts and by an annual Career Planning survey (CPI). These students are encouraged to sign up for VEG with the Career Technician. When a counselor has five or more signed up, the Career Technician schedules the group for the counselor and contacts the participants.

Counselors, work experience coordinators, selected teachers and career technicians conduct VEG groups with identified students. For example, at Simi High School all work experience students participate in a VEG Group. At Royal High School, the Special Education teachers conduct VEG groups with the members of their classes. And at Adult School, a representative of the California Employment Development Department uses VEG in pre-employment workshops with all CETA, Manpower and Welfare Referrals.

At the end of each VEG session, members make a record of their career goals and the next steps in career planning. One copy goes to the participant and one is kept on file in the Career Center for future reference.

Is it contagious ?

YES!

VEG is such a good experience that students respond by telling their friends about it.

VEG

What are the results?

JOB INFORMATION SURVEY - A measure of knowledge and concepts of the world of work.

	"YES" Response (Mean scores for knowledge) Possible score = 10			"DON'T KNOW" Response (Mean scores for reduction of ignorance) Possible score = 10		
	Pre-test	Post-test	Change	Pre-test	Post-test	Change
High School students (N = 257)	5.40	8.02	.49%	2.63	.62	.76%
Adult School students (N = 36)	6.13	8.40	.37%	1.86	.22	.88%

EMPLOYMENT PERCEPTIONS SURVEY - A measure of self-confidence in relation to career choice.

	Pre-test mean scores (Possible score =50)	Post-test mean scores (Possible score = 50)	Change
High School students (N = 247)	35.05	43.31	24%
Adult School students (N = 36)	36.33	44.11	22%

RATING SCALE, PRE-

JOB INFORMATION

Directions: This is a survey of how people look at the world of work. Please answer "yes", "no", or "don't know", and be sure to answer each item.

	Yes	No	Don't Know
1. There are at least three (3) "right jobs" for a worker.	___	___	_____
2. Nurses work mainly with people and bookkeepers work more with data.	___	___	_____
3. Cabinetmakers and plumbers will gain in "craft work satisfaction."	___	___	_____
4. Grocery clerks work with data and so do court reporters.	___	___	_____
5. Close supervision is a "worker satisfaction."	___	___	_____
6. Working with numbers is an "interest" skill.	___	___	_____
7. Distant supervision is a "worker satisfaction."	___	___	_____
8. Welders work mainly with things; teachers, with people.	___	___	_____
9. Relationships are an "interest skill" and a job demand.	___	___	_____
10. All jobs can be considered as mainly DATA, PEOPLE, or THINGS.	___	___	_____

RATING SCALE, POST-

JOB INFORMATION

Directions: This is a survey of how people look at the world of work. Please answer "yes", "no", or "don't know", and be sure to answer each item.

	Yes	No	Don't Know
1. There are at least three (3) "right jobs" for a worker.	____	____	____
2. Nurses work mainly with people and bookkeepers work more with data.	____	____	____
3. Cabinetmakers and plumbers will gain in "craft work satisfaction."	____	____	____
4. Grocery clerks work with data and so do court reporters.	____	____	____
5. Close supervision is a "worker satisfaction."	____	____	____
6. Working with numbers is a job "demand interest" skills.	____	____	____
7. Distant supervision is a "worker satisfaction."	____	____	____
8. Welders work mainly with things; teachers, with people	____	____	____
9. Relationships are an "interest skill" and a job demand.	____	____	____
10. All jobs can be considered as mainly DATA, PEOPLE, or THINGS.	____	____	____

RATING SCALE PRF-

EMPLOYMENT PERCEPTIONS

Directions: Mark each item as it applies. Mark: 5 = very true, 4 = true, 3 = unsure, 2 = not true, 1 = definitely not true. Please be sure to mark each item.

		5	4	3	2	1
1.	I know three (3) jobs I would like to have, and could do well.	___	___	___	___	___
2.	For the job, or jobs I want, I can name three (3) required interests-skills.	___	___	___	___	___
3.	People I know would agree with my choice for job(s) when they know my reasons.	___	___	___	___	___
4.	Of those jobs that would require more training, I know of one I would like most and one I would like least.	___	___	___	___	___
5.	I can name three (3) jobs I may want and also the personal satisfactions I would gain from them.	___	___	___	___	___
6.	I know a job I would like for which I have e enough training and skills.	___	___	___	___	___
7.	I know a job I would like which would require more training and skill.	___	___	___	___	___
8.	I know what to do, how to do it, and when I will take my next step toward gaining a job of my choice.	___	___	___	___	___
9.	I know the demands and the satisfactions from the job(s) I want.	___	___	___	___	___
10.	Jobs often choose people, but I feel I know how to choose my job(s).	___	___	___	___	___

RATING SCALE, POST -

EMPLOYMENT PERCEPTIONS

Directions: Mark each item as it applies to you. Mark: 5 = very true, 4 = true, 3 = unsure, 2 = not true, 1 = definitely not true. Please be sure to mark each item.

	5	4	3	2	1
1. I know three (3) jobs I would like to have, and could do well.	___	___	___	___	___
2. For the job(s) I want, I can name three (3) required interests-skills.	___	___	___	___	___
3. People I know would agree with my choice for job(s) when they know my reasons.	___	___	___	___	___
4. Of those jobs that I would require more training, I know of one I would like most and one I would like least.	___	___	___	___	___
5. I can name three (3) jobs I may want and also the personal satisfactions I would gain from them.	___	___	___	___	___
6. I know a job I would like for which I have enough training and skills.	___	___	___	___	___
7. I know a job I would like which would require more training and skill.	___	___	___	___	___
8. I know what to do, how to do it, and when I will take my next step toward gaining a job of my choice.	___	___	___	___	___
9. I know the demands and the satisfactions-from the job(s) I want.	___	___	___	___	___
10. Jobs often choose people, but I feel I know how to choose my job(s).	___	___	___	___	___
This group was helpful to me.	___	___	___	___	___
I would recommend this experience to other students.	___	___	___	___	___

Our Funding Proposal

Agency

Simi Valley Unified School District

Project Title

V.E.G and Field Trip Project

ABSTRACT

Studies show that 60 to 65 percent of Simi Valley High School students lack preparation for career development and need more help with career planning. Improved career planning and information services are required to reduce this level of need. The goals of the project are to increase the exposure of students and faculty to first hand career information at places of work, and improve the quality of individualized career planning services. The stated objectives are: (1.1) The number of student visits to places of employment will be increased. (2.1) The number of faculty visits to places of employment will be increased. (3.1) As a result of career planning activity, students will a; increase the knowledge of work and b; increase self confidence in relation to work. (4.1) Women and disadvantaged students will participate in project services in relation to their proportion in the student population. Objectives 1.1 and 2.1 will be met by providing field trips to places of work with faculty members accompanying. 3.1 will be aaccomplished by implementing Vocational Exploration Groups, a small group process for career exploration and decision making. 4.1 will be met by inviting student participation according to equal opportunity procedures. The result will be dissiminated to local, regional and state agencies. Internal evaluation will be determined by comparison of pre and post surveys and talleys of student and faculty participation. An outside consultant will provide external evaluation. Project staff includes District Director of Extended Services to oversee the project. A career counselor will implement procedures at each school. 28 counselors, work experience coordinators and selected teachers will lead VEG groups. The Career Guidance Technician at each school carries out technical aspects. All listed personnel will constribute approximately 1/10 of their time to the project. The budget is as follows:

NEEDS

There are strong, expressed needs for career information and planning among the high school and adult school students at Simi Valley Unified Schools. A recent survey conducted by Assemblyman Bob Cline indicated that 60% of the Ventura County high school students expressed inadequate preparation for their career development. The Ventura Career Planning Inventory conducted in Fall 1977 with all Simi Valley high school students showed that 65% requested additional or considerable help with their career planning. Because Simi Valley is an isolated bedroom community, it is difficult for students to obtain firsthand career information at worksites. Simi Valley Unified School District is a low wealth* district whose financial resources would preclude carrying out the needed services without outside funds.

It is hoped that increased career information and planning for Simi Valley high school and adult students will reduce the current high levels of expressed need, especially for women and disadvantaged students.

*Simi Valley Unified School District in 1976-77 was in the lowest 25% of comparable districts in the amount of money received from State and local sources to educate each student.

GOALS

1. To increase the exposure of students to "first-hand" career information at places of work.

2. To increase the exposure of school faculty to "up-to-date" career information at places of work.

3. To improve the quality of services designed to help students with individualized career planning.

4. To insure equal opportunity for participation in the career information and planning services of the project.

OBJECTIVES

1.1 The number of student visits to places of employment will be increased as measured by comparing the 1976-77 and 1977-78 Career Center field trip tallies.

Cost: $4,950 (for field trips and faculty substitutes)

2.1 The number of faculty visits to places of employment will be increased as measured by comparing the 1976-77 and 1977-78 Career Center counts of faculty members.

Cost: $1500 (for substitutes)

3.1 As a result of individualized career planning, students will:

3.1.a Increase their knowledge of the world of work, determined by pre-post Job Information survey.

3.1.b Increase their self-confidence in relation to career plans as determined by pre-post Employment Perception survey.

Cost: $2,351 (Vocational Exploration Group, materials and training)

4.1 Women and disadvantage students will participate in project services in numbers not less than their proportions in the student body. This objective will be determined by comparing participation counts with proportional counts in the student population.

Cost: 0

PROCEDURES

Objective 1.1

Procedure: Approximately 20 field trips to places of employment and job training will be planned and conducted at each target school; Royal High School, Simi High School and Simi Adult School. Field trip sites will be selected on the basis of national, state and local manpower projections as well as student desires as measured by the Ventura County ROP Career Planning Inventory (C.P.I.) The Career Guidance Aide will contact and confirm dates at places of employment as well as make arrangements for the school bus. Students will be invited to attend the field trips on the basis of their expressed career interest on the Ventura ROP Career Planning Inventory (C.P.I.) In addition, the trips will be advertised for other interested participants. All women and disadvantaged students with identified career interests on the C.P.I. will be personally invited to attend appropriate field trips. A counselor or career guidance technician will attend each field trip to monitor the trip as well as update their career information knowledge.

Objective 2.1

Procedure: One or more teachers will accompany each field trip in order to be exposed to career information related to their subject matter area. Teachers will be invited to attend field trips based on a relationship between their subject matter and the place of employment to be visited. Substitute teachers will be provided for teachers attending field trips when they are not able to provide coverage within their departments.

Objective 3.1

An innovative small group approach entitled Vocational Exploration Group* (V.E.G.) will be used to provide students with individualized career planning. Each student will produce a tentative career plan. All students, including women and disadvantaged who have expressed the need for additional or considerable help with career planning on the C.P.I. will be invited to participate in a V.E.G. group. The groups will be conducted by counselors, work experience coordinators, selected teachers and career guidance technicians.

*Vocational Exploration Group (V.E.G.) is a small group process for career planning conceived by Calvin Daane, Ph.D., Professor of Counseling, education at Arizona State University. It involves 5 students and a leader who takes the group through a sequence of structure activities which results in tentative career decision making. The group may be conducted at one siting (for 2 1/2 hours) or 45 minutes per day for 5 days. (For detailed information about the V.E.G. process, see Appendix A.)

PROCEDURES (con't)

Objective 4.1

Procedure: All women and disadvantaged* students will receive personalized invitations to participate in the project service as per their expressed needs on the Ventura C.P.I. or in response to advertisement of the services. The Simi Valley Unified School District by computer and other means, has identified the disadvantaged students in its population.

OTHER PROCEDURES FOR CONDUCTING THE PROJECT:

The Simi Schools Director of Instructional Operations (includes career and vocational education) will oversee the project, providing direction and dispensing funds and resources to meet the objectives of the project. A counselor at Simi High School, Royal High School and Adult School will be given the responsibility of implementing the project services by coordinating resources, directing the career guidance technician and making policies and decisions at the school level.

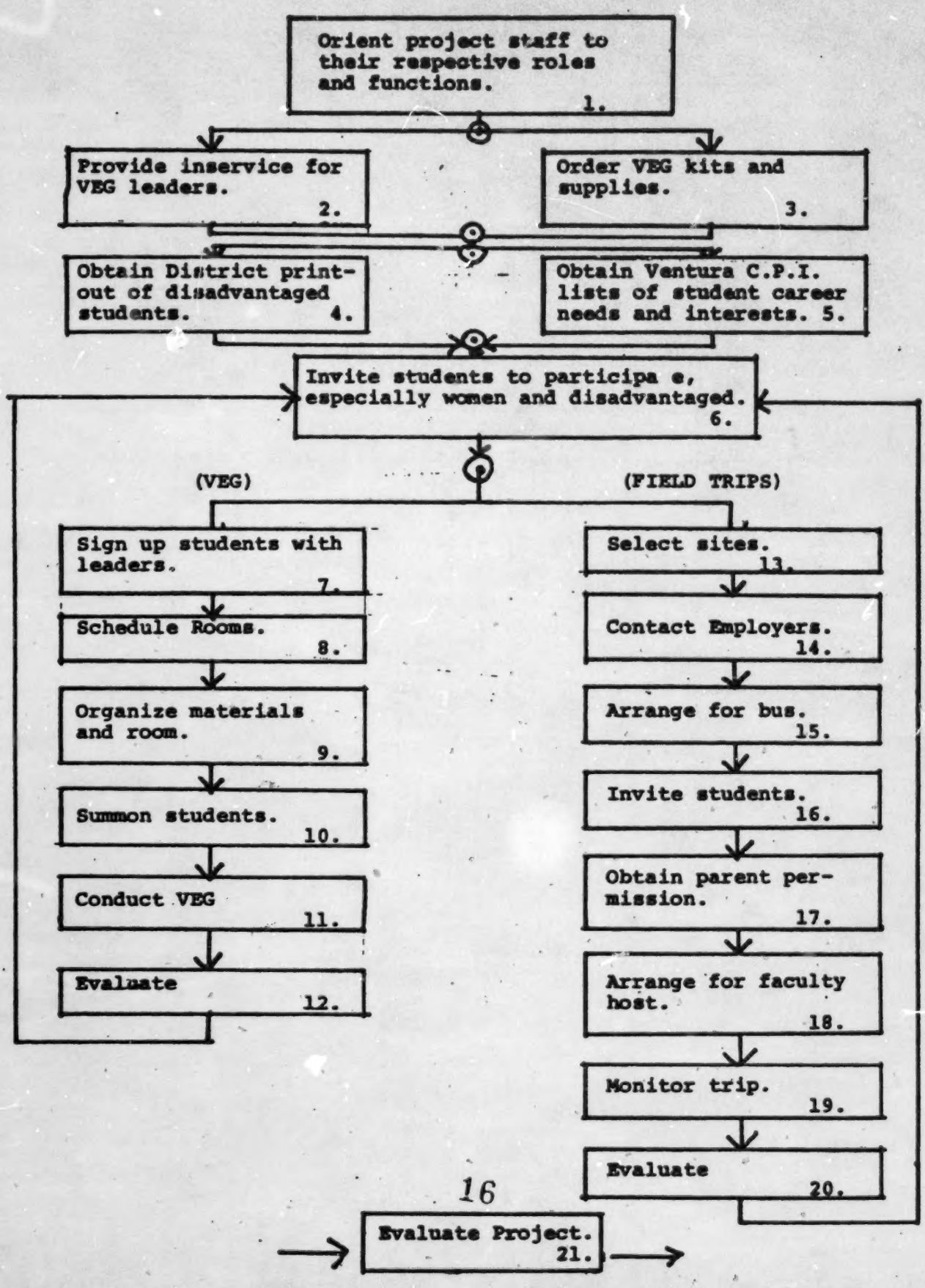
The existing career guidance technicians at each target school will be responsible for carrying out the technical aspects of the project. In regard to the field trip service, the technician will contact employers to make arrangements for the trips, arrange for the bus, invite students, secure parent permission, establish lists for each trip, arrange for a faculty host and provide for monitoring of the trip. In regard to the Vocational Exploration Group service, the technician will invite students to participate, organize materials for each V.E.G group, summon students, refer students to counselors, conduct some V.E.G. groups and tally evaluations.

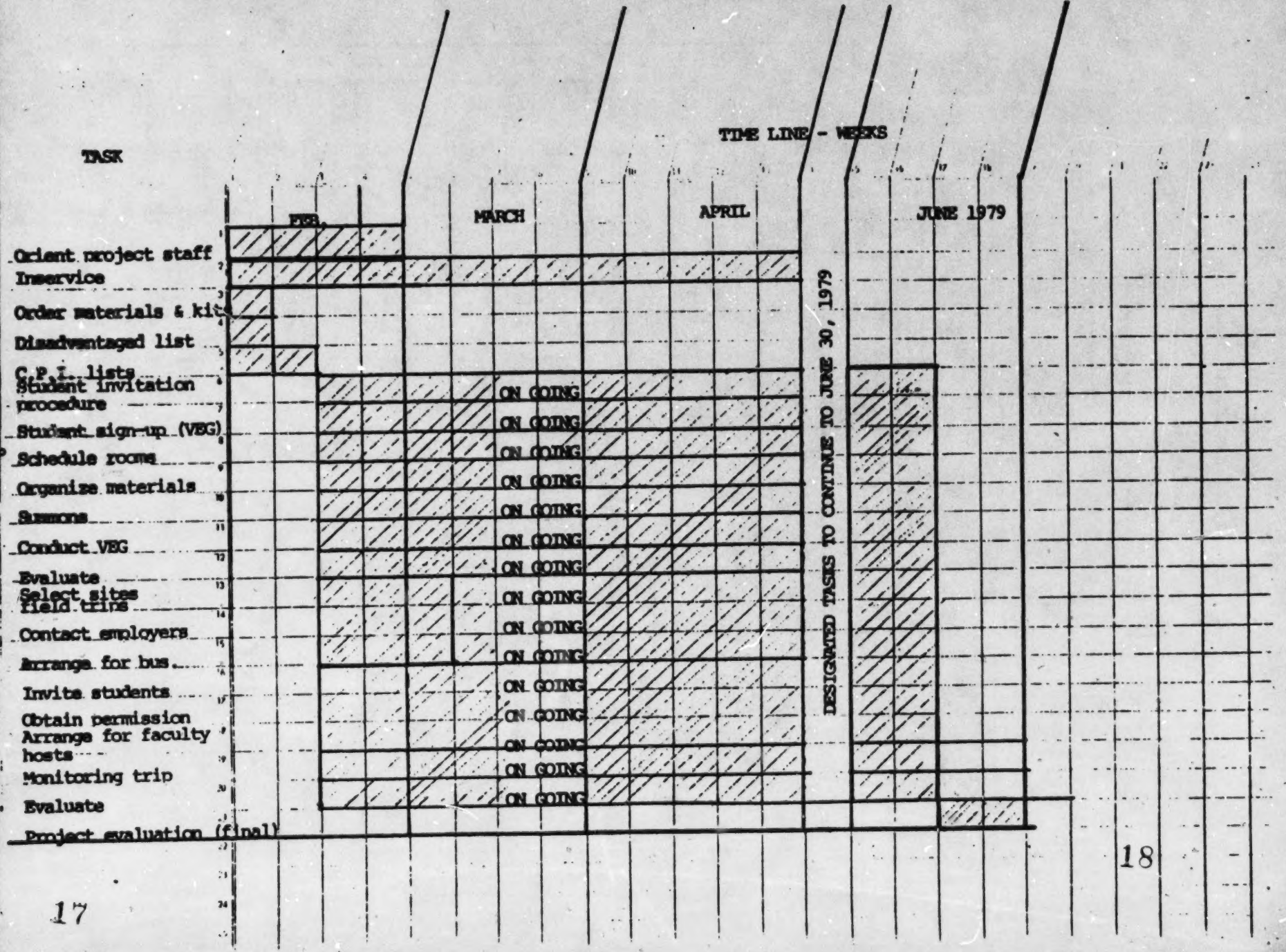
John Patterson, Ph.D., a counselor at Royal High School, will conduct inservice education to train leaders for V.E.G., (some counselors at each target school were previously trained.) Additional V.E.G. training kits and consumable supplies to support the service for the duration of the project will need to be ordered.

The project services are to be implemented within the framework of the exemplary Career Center services which already exist at each school (see Appendix C for description of existing Career Center programs.)

*Simi Valley Unified Schools criterion for disadvantaged. Students not passing in a vocational course due to achievement level being two grade levels below in reading and computational skills; or erratic attendance; or is presently eligible for A.F.D.C.

PROJECT TASK LINE CHART


Orient project staff to their respective roles and functions. 1.
Provide inservice for VEG leaders. 2.
Order VEG kits and supplies. 3.
Obtain District print-out of disadvantaged students. 4.
Obtain Ventura C.P.I. lists of student career needs and interests. 5.
Invite students to participa e, especially women and disadvantaged. 6.
(VEG)
(FIELD TRIPS)
Sign up students with leaders. 7.
Schedule Rooms. 8.
Organize materials and room. 9.
Summon students. 10.
Conduct VEG 11.
Evaluate 12.
Select sites. 13.
Contact Employers. 14.
Arrange for bus. 15.
Invite students. 16.
Obtain parent permission. 17.
Arrange for faculty host. 18.
Monitor trip. 19.
Evaluate 20.
Evaluate Project. 21.


TASK
TIME LINE - WEEKS
FEB.
MARCH
APRIL
JUNE 1979
DESIGNATED TASKS TO CONTINUE TO JUNE 30, 1979
Orient project staff
Inservice
Order materials & kits
Disadvantaged list
C P I lists
Student invitation procedure
Student sign-up (VEG)
Schedule rooms
Organize materials
Summons
Conduct VEG
Evaluate
Select sites
Field trips
Contact employers
Arrange for bus
Invite students
Obtain permission
Arrange for faculty hosts
Monitoring trip
Evaluate
Project evaluation (final)
ON GOING

DISSEMINATION

The procedures and outcomes of the project services will be described and professionally printed in booklet form. In addition, a sound and slide presentation will be developed which will demonstrate how the project outcomes have added strength to the existing Career Center programs.

Outcomes of the project will be presented to the following local and state groups:

1. Simi Valley Unified Board of Education; formal presentation using sound and slide and printed materials.

2. Ventura County Superintendent of Schools; printed description will be sent for county distribution.

3. Visitors* to the Simi Valley High Schools and Adult Career Centers will be given an oral presentation and printed description of the project outcomes.

4. California Personnel and Guidance Association Convention; application will be made to put on a workshop presentation of project procedures and outcomes.

5. State Department of Education; a final evaluation report of the project will be sent and include the following:

    a. Copy of original proposal
    b. Results of project outcomes
    c. Samples of criterion measures
    d. Discussion of results
    e. Statement of budget expenditures

*The exemplary Simi Valley Career Centers average 75 visitors per year from school personnel in California and numerous other states.

EVALUATION

Project objectives will be evaluated by internal and external components.

Internal component:

Objectives 1.1 and 2.1 will be measured by comparing 1976-77 Career Center field trip tally reports with 1977-78 tally reports of student and faculty participation.

Objectives 3.1 (a and b) will be measured by comparing the results of pre-post job information and employment perception surveys. The instruments will be given to each student previous to V.E.G. and immediately after V.E.G. participation.

Objective 4.1 will be measured by comparing studentbody proportions of women and disadvantaged students with results of year-end tally of use of project services, as well as a year-end I.B.M. student evaluation questionaire.

External evaluation:

An outside consultant will be hired to conduct an evaluation of the project outcomes.

Ongoing Evaluation:

All of the criterion measures of the internal component are continuous and cumulative in their gathering of data. This will allow project objectives to be evaluated at any point in time.

Evaluation personnel and budget resources:

Printing of instruments	$ 50.00
Outside consultant	200.00
Existing project staff	00.00
Miscellaneous supplies	25.00
	$275.00

PERSONNEL

Project Director:	Dr. Chet Howe, Simi Valley Unified School District Director for Extended Services (includes vocational and career education.)
Duties:	Oversee project, provide direction, dispense funds and resources, write and submit final report, and coordinate dissemination of project results.
Coordinating Counselors:	Ms. Barbara Hearon, Ms. Joyce Coger and Dr. John Patterson are Career Development Specialist Counselors at each target school.
Duties:	To implement the project objectives at the school level by coordinating resources, directing the career guidance technicians, making school level policies and decisions, carrying out decisions of the Project Director, and selecting sites for field trips.
V.E.G. Leaders:	Existing counselors, Work Experience coordinators, and selected teachers at each target school.
Duties:	The trained personnel at each target school will lead V.E.G. groups and administer appropriate criterion measures.
V.E.G. Trainer:	Dr. John Patterson, certified trainer for V.E.G. and Career Development Counselor at Royal High School.
Duties:	Will train selected leaders for V.E.G.
Career Guidance Technician:	Ms. Eleanor Taylor, Ms. Corine Patterson and Ms. Pat Scholer are the technicians for the existing Career Center programs at each target school.
Duties:	To be responsible for the technical aspects of the project. In regard to the field trip service project duties will include contact of employers, arrange for bus and trip, invite students, secure parent permission, establish trip lists, arrange for faculty host, provide monitoring of trip.

PERSONNEL (con't)

In regard to the V.E.G. service, duties will include invitation of students to participate, organization of V.E.G. materials, summon students, referral of students to counselor, conduct some V.E.G. groups.

Other duties will include publicizing services, monitoring evaluation data and such other clerical and technical duties required to meet project objectives.

FACILITIES

The following existing facilities will be used:

1. The fully equipped Career Centers at each project school.
2. District data processing facilities for identifying disadvantaged students, storage of project data and processing of evaluation instruments.
3. Ventura County ROP facilities which provide the C.P.I. (Career Planning Inventory.)

KNOWLEDGE AND USE OF EXISTING MATERIALS

The Career Centers provide an existing foundation to insure success with project objectives. The centers at each high school have enjoyed national, state and local recognition for their comprehensive career guidance programs. The Simi Valley Career Center approach has been presented to local, state (California Personnel and Guidance Association Convention, 1974 and 1977) groups in workshop format. In addition, an average of 100 interested school personnel visit or write Simi centers to obtain model ideas for their own schools or districts. (See Appendix C for detailed description of Simi Valley Career Centers.)

With regard to the field trip project objectives, procedures for establishing and carrying out the trips, contacting students, employers and faculty are already in existence. However, because of a dwindling budget in a low wealth district, the service has been operated on a minimal basis.

With regard to the V.E.G. project objective some staff members at each project school have been previously trained as V.E.G. leaders. Also, some, but not adequate, V.E.G. kits and supplies were previously acquired.

The V.E.G. materials and personnel were utilized on a pilot basis with startling success during the 1976-77 school year at each of the project schools. (For detailed accounting see Appendix B.)

BUDGET

Items		Cost
1. Project Staff (provided by Simi Valley Unified School District).		$ 00.00
2. Field Trips		
a. 60 Career field trips (20 per each project school) at average cost of $52.50 (100 miles at 25¢ + 5 hours at $5.50= $52.50).	$3,150.00	
b. 60 substitute teachers @ $30.00/day for 1977-1978.	1,800.00	
	Total	4,950.00
3. V.E.G. ITEMS		
a. 7 additional training kits (3 for Royal, 2 Simi High and 2 Adult School	1,295.00	
b. 76 Filler Packs @ $1.00 each (consumable VEG materials)	456.00	
c. 20 substitute teachers @ $30.00/day for 1977/1978, inservice training of selected District personnel.	600.00	
d. Inservice trainer (provided by District).	00.00	
	Total	2,351.00
4. Evaluation		
a. Printing	50.00	
b. Miscellaneous	25.00	

c.	Outside Consultant	200.00	
		Total	275.00
5.	Dissemination		
a.	Professional printing of project procedures and outcomes.	400.00	
b.	Milage meals, lodging and transportation for six project staff for workshop presentation at California Personnel and Guidance Association.	1,200.00	
c.	Miscellaneous	50.00	
		Total	1,650.00
6.	Miscellaneous Project Costs		200.00
		TOTAL BUDGET	$9,426.00